

CHAPTER I

INTRODUCTION

A. Background of the study

English is a tool to communicate among many countries as a global language and also used to communicate with other people especially in educational field. Mastering English is very important to gain success in facing the global era. For those reasons, English is compulsory subject that has learnt by the student. It is one of the subjects that decide whether the senior and junior high school students can pass from their study in their own school or not.

English as a school subject is arranged in school curriculum. Indonesia has changes more than five times since the proclamation of the country. In 2013, the ministry came with a new concept of school curriculum, which is claimed to be a curriculum emphasizing the affective domain of education. According to Agustien (2014: 39) as a whole, the 2013 curriculum is still a competence-based curriculum in that objectives are formulated in terms of the prescribed or target competence or the outcomes of language learning. Despite the similarities, there are some changes in this new curriculum, for instance; reducing of lesson time allocation of English subject in junior and senior high school.

This 2013 curriculum is basically hoped can fully implemented in 2014 before the new president election. However, the new ministry came with his new regulation which stated in Permendikbud RI No. 160 Th. 2014 states that:

“... Pasal 2: (1) Satuan pendidikan dasar dan pendidikan menengah yang melaksanakan Kurikulum 2013 selama 3 (tiga) semester tetap menggunakan Kurikulum 2013. (2) Satuan pendidikan dasar dan pendidikan menengah yang melaksanakan Kurikulum 2013 sebagaimana dimaksud pada ayat (1) merupakan satuan pendidikan rintisan penerapan Kurikulum 2013...”

[“...Article 2 (1) elementary and secondary education who have conducted 2013 curriculum for three semesters keep using the 2013 curriculum. (2) Elementary and secondary education unit that implement 2013 curriculum as referred to paragraph (1) is an educational unit stub implementation of 2013 curriculum...”]

In line with the regulation above, Anies Baswedan (2014) says that there are only 3% or 6000 of schools in Indonesia which implementing 2013 Curriculum and the rest 97% of Indonesian school are implementing 2006 curriculum or used to said as KTSP. Several schools which implementing 2013 curriculum is regarded as a pilot project while goverment rearranges and fixes the curriculum.

Related to the implementation of 2013 Curriculum which is still held in several schools, the English teachers in Vocational High School has many challenges. Besides the similiarity curriculum with senior high school, they face the limited time in teaching. In KTSP, there are 4 hours a week for English subject. In 2013 Curriculum, it is reduced only 2 hours a week. Therefore, the teachers must be smarter to manage teaching learning process. They also must be able to manage the classroom. As Gebhard mentioned in Fauziati (2014: 197) says that classroom management refers to the way teachers organize what goes on in the classroom. Classroom management is one of the crucial factors that can make successfull learning activities.

For foreign learners, classroom is the main place where they are frequently exposed to the target language. The kind of language used by the teacher for instruction in the classroom is known as teacher talk (TT). For this term, *Longman Dictionary of Language Teaching and Applied Linguistics* defines it as “that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners” (Richards, 1992: 471)

Having studied the SLA for many years, Rod Ellis (1985) has formulated his own view about teacher talk: “Teacher talk is special language that teachers use when addressing L2 learners in the classroom. There is systematic simplification of the formal properties of the teacher’s language....studies of teacher talk can be divided into those that investigate the type of language they that teachers use in language classroom and those that investigate in the type of language they use in subject lessons.” He also commented “the language that teachers address to L2 learner is treated as a register, with its own specific formal and linguistics properties” (Ellis, 1985: 145).

In this research, it is the oral form of teacher talk instead of written form that is under this investigation. It refers to the language that teachers use in language classrooms rather than other settings. For first definitions, teacher talk in English classrooms is regarded as one special variety of the English language, so it has its own specific features which other varieties do not share. Because of the

restriction of the physical setting, special participants as well as the goal of teaching, teacher talk has its own special style.

Second definition that teacher talk is a special communicative activity. Its goal is to communicate with students and develops students' foreign language proficiency. Teacher talk is used in class when teachers are conducting instructions, cultivating their intellectual ability and managing classroom activities (Qican, 1999: 23). Teachers adopt the target language to promote their communication with learners. In this way, learners practice the language by responding to what their teacher says. Besides, teachers use the language to encourage the communication between learners and themselves. Therefore we can say teacher talk is a kind of communication-based or interaction-based.

Teacher talk in English classroom was preferred as the topic of this research with following consideration: Teacher talk is very important to language teaching. (Cook, 2000: 144). According to pedagogical theory, the language that teachers use in classrooms determines to a larger degree whether a class will succeed or not. Many scholars found teacher talk makes up around 70% of classroom language (Cook, 2000; Chaudron, 1988). Teachers pass on knowledge and skills, organize teaching activities and help students practice through teacher talk. In English classroom, teachers' language is not only the object of the course, but also the medium to achieve the teaching objective. Both the organization of the classroom and the goal of teaching are achieved through teacher talk.

In Indonesia, most people learn a foreign language in classrooms. Classroom language is the chief source of foreign language learning and in some

places the only sources. It functions not only as a major source of language learning but also a tool by which a foreign language is taught. We have not learnt enough about second language acquisition (SLA), but it is believed that the language that teachers address to L2 learners will influence language learning, although how and to what degree it influences language learning still remains unclear. Since a better understanding of the use of teachers' language can undoubtedly help students improve their learning, and students can make a better use of teacher talk to learn the target language, it is necessary to do some research on teacher talk from both theoretical and practical perspective.

Considering the explanations above, it can be assumed that talk is influential in students' acquisition of learning activities as one aspect of classroom management. Moreover, creating appropriate management in talk will arise student-centered to implement 2013 curriculum and also an important thing to deal. In relevance with above statements, teacher talk in classroom implementing 2013 is claimed to meet the challenges described. These are the reasons why the researcher proposed a research entitled "Teacher and Student Talk in English Classroom Interaction of Vocational High School (A Naturalistic Study at SMK Negeri 2 Salatiga, Central Java in the academic year of 2015/2016)".

There are 20 schools in Salatiga implementing the 2013 curriculum since 2013. For senior high school level, it is only SMA N 1 Salatiga which is as a pilot project and for vocational high schools there are SMK Negeri 1, SMK Negeri 2 and SMK Negeri 3 Salatiga. SMK Negeri 2 Salatiga is chosen because this school is the most favourite vocational high school in Salatiga. It has much more

programmes than two other schools. There are 8 competences or programmes in SMK Negeri 2 Salatiga, 5 programmes in SMK Negeri 1 Salatiga and SMK Negeri 3 Salatiga. As the pilot project, SMK Negeri 2 Salatiga has many competence teachers includes English teacher. However some of them still confuse how to implement scientific approach in 2013 curriculum especially in creating student centered learning. The researcher thought that teachers should learn about how to find appropriate way in talks when they teach in class.

B. Problem Statement

Although studies of teacher talk are numerous in western cultural settings, such studies of teacher talk in Indonesian cultural setting are extremely scarce. In this research, the researcher wants to do a research to find out how are the teacher and students talk in English classroom of vocational high school.

For such a purpose and providing some suggestions for Indonesian English language teachers, based on the principles and facts we have discussed, the study was designed to answer the following questions:

1. How is teacher and student talking time during the English classroom interaction?
2. What are the types of teacher talk during English classroom interaction?
3. What are the roles of teacher talk in English classroom interaction related to the 2013 curriculum implentation?
4. What are the types of student talk during English classroom interaction?

5. What are the preferences of students toward teacher talk in English classroom interaction?

C. Objectives of the Research

In relevance with the problems that have been stated above, the objectives of the research are:

1. To describe the teacher and student talking time during English classroom interaction.
2. To describe types of teacher talk during English classroom interaction.
3. To identify the roles of teacher talk in English classroom related to the implementation of 2013 curriculum.
4. To describe the types of student talk during English classroom interaction.
5. To identify the preferences of students toward teacher talk in English classroom interaction.

D. Significances of the Research

In recent years, studies on the language that teachers use in language classroom has gradually drawn people's attention, the attention paid to it has become gradually increasing both abroad and in Indonesia.

In the past years, most of the researchers on teacher talk have only devoted to the analysis of various phenomena about teacher talk and the objective description on teacher talk such as its characters and structure. However, few researchers have explored the effects of teacher talk on second language

acquisition (SLA). Teacher talk, as a vital aspect of classroom-based language learning, is influenced by many factors. Students, though, count a significant part of teaching and learning in classrooms, the students, to be more exact, the students' learning needs and language proficiency can not be neglected. However, so far all the researcher on teacher talk have not taken the factor of students into consideration. After a long time classroom observation, the writer found that quite a few teacher talk in classrooms according to the teaching contents or examinations, and completely neglect the students' learning needs.

So the present study is conducted with a significance to investigate how teacher talk in English classroom in Indonesia especially in vocational high school affects foreign language learning from a different perspective—comparing the students' preferences towards the ideal teacher with the real teacher talk. The specific purpose is to provide empirical evidence to the suggestion that the appropriate use of teacher talk consciously in classrooms. In this way, teachers can improve their language quality consciously so that English language teaching and learning can be facilitated.

The researcher expects that the results of this study are beneficial for some education parties wheither theoretical or practical benefit. Theoretical benefits are hoped applied to the government and other researchers.

1. The government

By knowing the merits, drawbacks, and its implementation in the field, it is expected that the government can regularly recognize and revise the regulation about lesson hour in vocational high school which is still less.

2. Other researchers.

The result of the study can be a reference of other researcher who conduct similar studies. It is expected that next studies will discover gives significant contribution for the education development in Indonesia.

Meanwhile, the practical benefit is expected given to English teachers and the students;

1. English teachers

The result of the study will help the teachers at SMK Negeri 2 Salatiga to get an evaluation of their talk percentage, know their characteristics during the classroom interaction in order to improve their teaching behaviour.

2. The students

It will help the students to know their talk percentage, characteristics of their talk during the classroom interaction in order to make them participate in the classroom.